



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: HERMANN RIDDER INTERMEDIATE SCHOOL 98**

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X098**

**PRINCIPAL: CLARALEE IROBUNDA**

**EMAIL: CIROBUN@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: MYRNA RODRIGUEZ**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
CLARALEE IROBUNDA	*Principal or Designee	
CARMEN PARRILLA-PADILLA	*UFT Chapter Leader or Designee	
LUZ CASTRO	*PA/PTA President or Designated Co-President	
DULCE REYES	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
STACEY CAMPO	CBO Representative, if applicable	
CLOTILDE LUZUNARIS	Parent Member	
ISIDRA MARTINEZ	Parent Member	
DALKIE MARTIN	Parent Member	
SHEREE CRANE	UFT Member	
	Member/	
	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

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## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***By June 2012, all General Education students, Limited English Proficient students and students with disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase in all groups including those already scoring at Level 3 & 4 on the NYS ELA assessment.***

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

***After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed decreases in performance on the English Language Arts assessment. As a result, a priority goal for the school year is to improve the overall ELA achievement rate for all students.***

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

#### **Activity #1**

- ***Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.***
- ***Target Population(s): Teachers servicing the whole school population with emphasis on small group instruction***
- ***Responsible Staff Members: Principal, Assistant Principals Staff Developers and Data Specialist are assigned students for small group instruction.***
- ***Implementation Timeline: September 2011 through May 2012***

#### **Activity #2**

- ***Creation of a Data Room: A data room will be designated so that coaches and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, from the different content areas, made accessible in the room, focusing on ELA students and mathematics at -risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, based on the September diagnostic as well as interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including students of different subgroups.***
- ***Target Population(s): Teams of Teachers working with ELLs, SWDs and former ELLs not making acceptable gains.***
- ***Responsible Staff Members: Assistant Principal ELA, Assistant Principal-Data, Coaches and Data Specialist.***
- ***Implementation Timeline: September & October 2011.***

### **Steps for Including teachers in the decision-making process**

- **Teachers will meet in grade-level and content area teams to review student data gathered from diagnostics, Unit Tests and periodic assessments.**
- **Staff to determine that a 3% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy. This would identify what specific additional support is needed to continue analyzing student data for more effective differentiation of instruction.**

*Periodic Assessment Dates: October 2011, November 2011, January 2012 and March 2012.*

### **Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP>**

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
  - **ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.**
  - **The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).**
  - **Parent Coordinator will host bookmaking and storytelling workshops for parents.**
  - **The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.**
  - **The school will create and distribute a parent handbook that is translated in all the dominant languages.**
  - **Parents will be trained on how to use ARIS Parent Link.**
  - **For their fund-raising activity for educational trips and to foster good parent-teacher relationships, parents are providing lunches at reasonable costs twice monthly for teachers and school staff.**

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.**
  - **The payroll secretary will work closely with the network HR contact person to ensure that non-HQT meet all required documentation and assessment deadlines.**
  - **Mentors are assigned to support struggling, un-qualified as well as new teachers.**
  - **Administrative staff work closely with Teacher Finder, Teach for America, and NYC Teaching Fellows to recruit HQT**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Funding Sources:*****Title I SWP school:***

***As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:***

- ***Supervisor per session (2 days per week) - SWP, TL Funds***
- ***Professional instructional materials to support curriculum development during the regular school day. – TL, FSF, Title 111***
- ***Consumable instructional materials for use during extended day programs. – SWP, FSF***
- ***Teacher per session (2 days per week) for after school programs and differentiated professional development. – TL, Achieve Now Academy Funds, SWP***
- ***Data Specialist – ARRA RITT, Data Funds,***
- ***ELA Coach – Title 1, SWP, FSF***
- ***SAPIS worker – OASAS, Title IV, OASAS Gateway Drug Program***

***Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources were used to implement this action plan to target at-risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:***

- ***Supervisor per session (2 days per week)***
- ***Professional instructional materials to support curriculum development during the regular school day.***
- ***Consumable instructional materials for use during extended day programs.***
- ***Teacher per session (2 days per week) for after school programs and differentiated professional development.***

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***To increase students progress through increased efforts to differentiate instruction across all grades. The number of all students who perform at levels 1 and 2 in ELA will decrease by 15%. The number of students who achieve at Levels 3 and 4 in ELA will increase by 15%.***

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

***Approximately 12.4 of all students met the required State standard in ELA for academic year 210-2011. All students had lower performance levels in all groups and sub-groups.***

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Collect, record, and analyze student data on a regular basis this will be done at weekly curricular meetings as well as at weekly PD sessions Data will be used effectively to track students.***
  - b) Administrators, Coaches and content area coordinators, will provide staff with ongoing training to ensure effective implementation of instruction.***
  - c) Content area teachers meet weekly to discuss strategies, share good practices as well as arrange classroom inter-visitation.***
  - d) September 2011-June 2012.***

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

***Parent involvement in various aspects of school's operation, SLT, Parent Association activities, Saturday Program offering ESL, computer training explanation of CCSS. Parents will be able to use ARIS Parent Link.***

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

***Use of various avenues to get HQT such as Teacher Finder, Teach for America, Teaching Fellowes as well as work closely with HR of our network to get non-HQT meet the requirement.***

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

***Mandated 'overaged' students will attend Saturday Achieve Academy for tutoring in ELA. Other students who did not meet the State requirement in ELA are also encouraged to attend.***

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***Supervisor per session (2 days weekly) SWP TL Funds***

***Teacher per session, Achieve Academy, Title III***

***Teacher per session (2 days weekly) after school***

***Consumable instructional materials***

**ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***To improve the school's Instructional Program. Student's overall State performance in ELA and Mathematics have shown signs of decrease.***

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

***Whereas the decline in student performance in Mathematics is not significant, the overall performance in ELA has not had any consistent growth.***

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Professional development for teachers to develop efficiency in the use of student data for more effective differentiation.***
  - b) Assistant Principals, Coaches, Team Leaders and Teachers to receive training in collecting, interpreting and analyzing data for differentiation in instruction.***
  - c) Teachers will use their Common Planning times to determine what specific skills are required for them to develop a level of expertise to that would improve their instruction, which in turn would improve their students' performance on assessments.***
  - d) June 2011 – June 2012.***

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

***Parents will be encouraged to set specific times daily for children to do homework.***

***Encourage parents to allow children to attend after-school programs.***

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

***The school will use Teacher Finder, Teach for America, NYC Teaching Fellowes, as well as our Network HR personnel to ensure that non-HQT meet all required documentation and assessment deadlines.***

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

***Teachers will attend PD inside and outside the building. Consultants as well as PDs are always offered by our Network and the school will have our teachers participate.***

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***Data Specialist – ARRA Funds***

***PD – Tax Levy, FSF Title III, SWP***

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***To increase student overall engagement.***

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

***There is an overall decline in the levels of student involvement in positive behaviors.***

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) ***Behavior – Through our Positive Behavior Intervention and Supports (PBIS) to reward students with Ridder Bucks who exhibit positive behavior. Use of PRIM books to discover different ways to work with students who exhibit negative behaviors.***
  - b) ***Through the Every Student, Every Day Attendance Summit success mentors of the school staff have been assigned to students who have been absent 20 days or more in the last school year Outreach to parents regarding lateness and absences through Phone Messenger, school letters, phone calls and home visits.***
  - c) ***Staff involved in working with students especially those identified as at-risk include guidance counselor, ERSSA social worker, Mental Health worker and teachers from our Pupil Intervention Team.***
  - d) ***September 2011 – June 2012.***

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - ***Involve parents in "Every Student, Every Day Summit"***
  - ***Involve parents in counseling session for their children***
  - ***Invite parents to award ceremonies and to school trips***

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

***The Network HR to assist in getting HQT.***

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

***Academic Intervention program to assist in helping students achieve and maintain better attendance as well as improvement in academics and behavior SAPIS worker, guidance counselor, social worker, teachers, and deans to work towards helping students become more involved and engaged in the day to day functioning of the school.***

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***SAPIS Worker – OASAS, Title VI, Guidance***

**ANNUAL GOAL #5 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***To expand the expertise of our Data Inquiry Team (DIT) so that the members are better able to identify and track cohorts of students.***

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

***More than 50% of our school population did not meet the State standards in ELA or mathematics.***

***The consensus is that if more teachers would differentiate their instruction more students would have a chance to learn.***

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Effective use of data to track student progress. Using data gathered to identify clear action plans to benefit students. Students will be selected for specific target groups especially of subgroups such as ELLs.***
  - b) Data Specialist and members of the DIT will train teachers to use equipment such as Apperson, I-Ready and Rally staff and other resources used and programs such as ARIS, Acuity and Education Performance Series.***
  - c) All teachers are able to use technology for instruction, Smartboards, computer labs, LCD projector and overhead projectors.***
  - d) September 2011 – September 2012.***

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

***Parents have workshops which allow them to be able to access the children's academic performance through ARIS.***

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

***HQT are hired through Teaching Fellows, Teacher Finder and Teacher America.***

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

***Ongoing training for Data Specialist provided by Network 608; Turn-Key information for the team members and teachers.***

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***Data Funds – ARRA RITT***

***Teacher per session- SWP , Title 1***

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	0	0	0	0
<b>1</b>	0	0	N/A	N/A	0	0	0	0
<b>2</b>	0	0	N/A	N/A	0	0	0	0
<b>3</b>	0	0	N/A	N/A	0	0	0	0
<b>4</b>	0	0	0	0	0	0	0	0
<b>5</b>	0	0	0	0	0	0	0	0
<b>6</b>	28	28	0	0	10	0	0	0
<b>7</b>	65	45	0	0	12	5	15	0
<b>8</b>	88	55	40	35	10	10	15	0
<b>9</b>	0	0	0	0	0	0	0	0
<b>10</b>	0	0	0	0	0	0	0	0
<b>11</b>	0	0	0	0	0	0	0	0
<b>12</b>	0	0	0	0	0	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<b>Volunteer from the Private Sector for small group instruction two days weekly</b> <b>SES- small group instruction after school</b> <b>Saturday Achieve Academy- small group instruction - Saturdays</b> <b>Achieve Now- small group instruction -after school and Saturdays</b> <b>Push-In &amp; Pull-Out Program-small group instruction by teachers- during the school day</b> <b>High School of Academy for Excellence - Student Volunteers provide small group instruction after school</b>
<b>Mathematics</b>	<b>Math Volunteer Tutor from the Private Sector for small group instruction two days weekly.</b> <b>High School of Academy for Excellence Student Volunteers for small groups instruction after school</b> <b>Push-In &amp; Pull-Out Program- small groups by teachers- during the school day</b>
<b>Science</b>	<b>Small Group instruction by teachers</b> <b>High School of Performance and Stagecraft Student Volunteers –and one-on-one tutoring.</b>
<b>Social Studies</b>	<b>Small Group instruction by teachers</b> <b>High School of Performance and Stagecraft Student Volunteers –one-on-one tutoring</b> <b>After –school volunteer teacher</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>Guidance Counselors will provide both individual and small group counseling to students experiencing conflict with peers, teachers, and parents. Guidance counselors provide this service during the course of the school day. In addition, one Guidance counselor provides service to students in the Achieve Now Academy. They also provide support to the teachers so that they (the teachers) may be better equipped to face the challenges the students present.</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>The School Psychologist will consult with parents who are considering having their children evaluated. She will review test scores, cumulative records and consult with teachers to determine the best plan of action. This will be done during the school day.</b>

<p><b>At-risk Services provided by the Social Worker</b></p>	<p>The Social Worker will provide individual and small group counseling to children in crisis. The Social Worker will consult with teachers and parents. The Social worker will refer families in crisis to outside agencies that can provide additional services and will work collaboratively with the guidance counselors and psychologist.</p>
<p><b>At-risk Health-related Services</b></p>	<p>Students with health related issues will be sent to the school nurse for evaluation by her and the health aide. This will be done during the school day. They will make referrals for the necessary health services the students may need. Referrals for mental health services will be made by either the guidance counselor or the social workers. The Children’s Aid Society will also assist in obtaining the needed services for our students.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

School DBN: **12X098**

School Name: **Hermann Ridder Intermediate School 98**

**Phase:**    Improvement Year 1             Improvement Year 2             Corrective Action Year 1             Corrective Action Year 2  
               Restructuring Year 1             Restructuring Year 2             Restructuring Advanced

**Category:**         Basic                             Focused                             Comprehensive

**Intervention:**     School Quality Review (SQR)                             External School Curriculum Audit (ESCA)  
                           Joint Intervention Team visit (JIT)                             Not Required for 2011-2012

**Part A: For All SINI Schools (Title I and non-Title I)**

1. *For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.*
  - Lesson plans varied in quality.
  - The school provides insufficient instructional resources aligned to New York State (NYS) Standards to support reading and writing processes in English Language Arts (ELA) classrooms.
  - Differentiated instruction seldom appears in teacher planning or in the lessons observed.
  - Where classes were designated as having two teachers, teachers' plans did not consider the strategic use of their time.
  - The school leader has not ensured that the leadership of ELA is effective in bringing about improvements in student achievement.
  - The school does not have sufficient Academic Intervention Services (AIS) to support the varied needs of the school's diverse learning community.
  
2. *Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.*
  - ELA Coach and Assistant Principal to supervise ELA.
  - Professional Development for ELA Teacher Teams.
  - Integration of CCLS.
  - Use of Danielson Framework with TeachScope for more frequent observation.
  - Acquisition of more ELA resources, for example, books computer equipment and software.
  - Instructional Rounds for Principal and Assistant Principals.
  - Professional Development for Principal and Assistant Principals in the use of Danielson Framework and TeachScope for teacher observations.
  - Hiring New York University Metro tutors for Academic Intervention Services – push-in/pull-out in Reading and Writing.
  - Workshops by Instructional Specialist for improving instructional practices for Collaborative Team Teaching, lesson planning, and differentiation.
  - AUSSIE Consultants for incorporating CCLS across Curricula.
  - Obtaining and using data more effectively to identify patterns and trend in subgroups and whole school to drive improvements in ELA.

**Part B: For Title I SINI Schools Only**

1. *As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.*

It was used to partially fund the ELA Coach.
  
2. *Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.*

A mentor is assigned to new teachers, who work with them a minimum of two periods weekly.
  
3. *Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.*

A letter, written in English and Spanish, was sent home to all parents informing them of the school's identification, and what steps we are taking to address school improvement.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Jose Ruiz/Rudy Rupnarain</b>	District <b>12</b>	Borough <b>Bronx</b>	School Number <b>098</b>
School Name <b>Herman Ridder Intermediate School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Ms. Claralee Irobunda</b>	Assistant Principal <b>Ms. Irma Cruz-Pickett</b>
Coach <b>Ms. Halliou/ELA</b>	Coach
ESL Teacher	Guidance Counselor <b>Ms. Hattar</b>
Teacher/Subject Area <b>Mr. Burgos, Math/NLA/Sci</b>	Parent
Teacher/Subject Area <b>Ms. Padilla/ESL/SS</b>	Parent Coordinator <b>Ms. Dulce Reyes</b>
Related Service Provider	Other <b>Schools &amp; Arts Foundation</b>
Network Leader <b>Rudy Rupnarain</b>	Other

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>0</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>7</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>422</b>	Total Number of ELLs	<b>77</b>	ELLs as share of total student population (%)	<b>18.25%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Describe how you identify English Language Learners (ELLs) in your school.

1a. During the initial registration process, the parents are given an informal interview in English by the pupil personnel secretary. Once the pupil personnel secretary understands that the parent speaks another language other than English, she informs the Bilingual Coordinator, Ms. Padilla. The Bilingual Coordinator informally interviews the parent if the language to be used is Spanish. If the language is Bengali, Ms. Khan, a Bengali paraprofessional is asked to assist in the interview. If the family is of Haitian-Creole, Ms. Blemur, the French teacher will be asked to assist in the interview and the completion of the Home Language Survey. The bilingual coordinator also gives the prospective ELL an oral interview in the child's first language which will help in determining their grade levels. When the survey is completed and an informal interview is given to both parent and student, the Home Language Survey is completed and is evident that the child speaks another language the child is eligible to be administered the LAB-R.

The parents are given an overview of the programs offered in our school which are Transitional Bilingual and Freestanding ESL. The parents also are informed that some schools have dual programs as well and that they have a right to choose a program for their child, as well as the process for identifying and ELL student. The LAB-R will be administered by the bilingual coordinator, Ms. Padilla. If the child is identified as an ELL, the parent will be notified of the outcome of the test and the placement of the student in a program will be made after a discussion with the parent. The parents are invited to a workshop where all three programs offered through the Department of Education will be discussed. These programs are Transitional Bilingual, Dual Language, and Freestanding ESL. If the program the parent chooses is not offered in our school, they will be referred to the placement office in the region as per guidelines. These workshops are usually held two weeks after the influx of newcomers in early fall. We also hold monthly workshops on bilingual education before parent association meetings.

1.b The person responsible for conducting the initial screening and administering the HLIS and the LAB-R, is the bilingual Coordinator, Ms. Padilla, a certified bilingual teacher.

1c. To annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT), we will download a Students Eligible for NYSESLAT (LAT) and a NYSESLAT Eligibility Roster (RLER) from ATS to insure that every ELL is tested annually. The speaking part of the NYSESLAT is an individual one to one test. The rest of the modalities, listening, reading and writing are administered in groups by grade levels. The bilingual coordinator, Ms. Padilla and ESL teacher (to be hired) will be responsible for administering the NYSESLAT to all ELL students.

2. Within a two week period, all parents of first time registered or transferred ELL students will be invited to a workshop that will explain all the programs offered by the Department of Education that are available for ELLs. The parents are sent letters in their home language for this workshop. Those parents whose second language is not Spanish are also invited and translators are used whenever possible. In this workshop a video is shown and the programs, be it Dual-language, Free-standing English as a Second Language,

and Transitional Bilingual Education. The workshops are presented by Ms. Padilla in Spanish/English as needed throughout the school year.

3. Entitlement letters, HLIS and copies of all correspondence with parent's of ELLs are kept in file in the Pupil Personnel Office. The parents are called and reminded when signed correspondence has to be returned to school to be placed in a file. We also ask the students to remind parents to returned signed correspondence. All correspondence is returned to Ms. Padilla and filed as per above procedures.

4. Identified ELL students are placed in instructional programs after the HLS is reviewed by the bilingual coordinator and an interview is held with the parents of the student. Newcomers are most of the time placed in our Transitional Bilingual Program. Incoming six grade students, who were previously in a Transitional Bilingual setting the prior year, usually continue in that program. Long term ELLs, or students with IEPs that are transferred into our school are placed according to the IEP or their previous placement with parental approval. Before a student is placed in a program, the parent is given an orientation as to the students LAB-R score and recommended program. A placement letter is given to the parent in which she chooses the program for their child. We communicate with the parents in their first language whenever possible. With the help of translators, we communicate with Bengali and haiti-creole speaking parents.

5. For the past few years, we have noted that 100% of the parents choose the programs we offer at our school. They either choose the Freestanding ESL Program or the Transitional Bilingual program. Usually, after two-years in the Transitional Bilingual Program about 10% of the parent's request a change for their children to the placed in the ESL program. This change is usually requested after the teacher's in the bilingual program meet with the parent's of the students. This has helped many of our students reach the proficiency levels the year they graduate from our school.

6. The program models in our school are aligned with parental requests in that after meetings and workshops, no parent has ever requested that we offer a dual program. Our programs have benefited our students and in the last three years bilingual students have been chosen as valedictorians or salutatorians and many are in the top 10% of the graduating class in academic achievement.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional							1	1	1					3

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							6	7	6					19
<b>Total</b>	0	0	0	0	0	0	7	8	7	0	0	0	0	22

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	18
SIFE	18	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	21

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	24	13	0	0	0	0	0	0	0	24
Dual Language										0
ESL	16	4	3	16	1	9	21	0	6	53
<b>Total</b>	<b>40</b>	<b>17</b>	<b>3</b>	<b>16</b>	<b>1</b>	<b>9</b>	<b>21</b>	<b>0</b>	<b>6</b>	<b>77</b>

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	10	9					24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	19	15					46
Chinese														0
Russian														0
Bengali							1	1	1					3
Urdu														0
Arabic														0
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	1					3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>22</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>53</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#### A. Programming and scheduling Information

##### How is instruction Delivered?

1. a. I.S. 98 provides the ELL population the organizational models of a self-contained Transitional bridge bilingual class and a push-in and pull-out models for the Freestanding ESL groups. One is a transitional bilingual program and the other is a Free Standing ESL

## A. Programming and Scheduling Information

program. We have one bilingual bridge 6th-8th grade class. We service approximately 24 students in this bridge bilingual class. All students in the bilingual program receive 360 minutes of ESL instruction regardless of the levels. Within the class, the teacher groups students according to their levels and incorporates differentiated instruction to facilitate the learning mode of the student.

In the Free Standing ESL program, we service approximately 53 students of which 18 are in a full-time or part-time special education program. Five special education ELLs are x-coded as per their IEP but they will be receiving ESL services. Thirty-five of the students are in regular monolingual classes. Most of the students in this group are in the advanced level and were opted-out of the bilingual program prior to transferring into our school by their parents. These students receive 180 minutes to 360 minutes depending on their levels. They also receive 360 minutes of ELA weekly. This group is serviced by a push-in and/or pull-out program. These students are serviced according to level whenever possible.

1. b. The transitional bilingual bridge class travels together as a group to art, gym, and technology class. 70% of the time the teachers come to deliver instruction to their homeroom. ESL students were placed in classes together by grade. The teacher that services these students either push-in or push-out according to levels and needs of the students.

2. I. S. 98 ensures that all ELL students receive the mandated number of instructional minutes by programming all ESL and bilingual pedagogues according to the number of ELL students and their levels.

2a. The following is the instructional Program Component of ELLs, grade 6-8, in our TBE and ESL programs:

Program	Beginner	Intermediate	Advanced
ESL Instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA Instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

3. Bilingual students are instructed in their native language. Spanish, is the language of instruction in all content areas. The teachers in the Freestanding Bilingual class utilize differentiated instruction with this group of students. We found that most of the new admits in the years 2009/2010, /2010/2011, were lacking proficiency in their first language. Through the use of the Point of Entry model, the teachers work in small groupings to increase the proficiency of these students in their first language. This approach enhances and enriches language development in this group of students. Academic language is planned and implemented after a careful analysis of all data that is gathered from monthly periodic test, NYSESLAT, regional and teacher made assessments. These assessments are compiled in a binder by each teacher. These assessments drive instruction and help teachers plan differentiated instruction in two languages and also facilitates the delivery of instruction. The following materials are used in the transitional program: Ciencias de Glencoe, Sixth, Seventh and Eighth grade editions, as well as Ciencia Fisica/Ciencia Terrestre. In social studies the use bothe the textbook and workbook entitled, Historia de Estados Unidos and Una Nacion/Muchas Gente. In mathematics the students use Impact Mathematics, New York Review Series, (grade 6th, 7<sup>th</sup>, 8<sup>th</sup>), Crosswalk Coach for the Common Core Standards, (all grades), and Quick Review Math Handbook. All books are in Spanish and/or English. The bilingual, and ESL teacher follow the same curriculum in all the disciplines even though Science, math and social studies are taught in Spanish. Teachers attend weekly planning sessions in all disciplines to parcipitate in the creation of follow lessons to be taught according to the pacing charts.

## A. Programming and Scheduling Information

4. We ensure that all ELLs are appropriately evaluated in their native language through monthly teacher made assessments and commercial test ready assessments. All bilingual students are administered the ELE at the end of the year that measures the progress they have made in their native language.

5. How do you differentiate instruction for ELL subgroups?

5a. Describe your instructional plan for SIFE.

There are approximately twenty students with interrupted formal education. These students receive additional small group instruction during the school day, extended day and in the after-school Title III bilingual program. The students are encouraged and many attend the Saturday Bilingual Academy. Spanish is the primary language of this group and they receive instruction in their first language (L1). We have three Bengali students who have been assigned a Bengali paraprofessional to help them make their transition from their first language to English. The students are further encouraged to attend the Children's Aid Society's cultural, recreational and educational program that

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
Specify plans for these ELLs.			
100%			
ELLs in our school for less than three years are provided with an instructional program that is designed according to their levels.			
75%			
This is done through differentiated instruction according to levels. As soon as these newcomers are registered in our school, we give the			
parents all pertinent information regarding the ext			
50%			
25%			
Dual Language			
Achieve Academy geared towards newcomers. This group of students are highly recruited for all the programs available and 95% of the			
time we are successful in getting them the extra tutoring needed.			
100%			
75%			
50%			
5c Differentiation of instruction is provided			
25%			
Freestanding ESL			
Tuesdays and Thursdays afternoons. This group of ELLs is also recruited and encouraged to attend the Saturday Academy, and the Title III			
program which takes place after-school and Saturdays. Most groups are small in size and the teacher gives the student individualized			
instruction according to their needs, after reviewing the latest assessments. Writing is one of the modalities in the NYSESLAT that this			
group of students did poorly. Therefore, pedagogy			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

regular ELLs through a small group push-in program that is being implemented this Fall 2011, the Saturday Academy and an after-school tutoring program. Differentiation of instruction takes place within all program models. First, students are always placed according to their ability and levels. Secondly, all groups are small in size, which gives the teacher an opportunity for individualized instruction.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

10. What new programs or improvements will be considered for the upcoming school year?

11. What programs/services for ELLs will be discontinued and why?

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

15. Do required services support, and resources correspond to ELLs' ages and grade levels?

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

17. What language electives are offered to ELLs?

8. Describe your targeted intervention programs for ELLs in ELA, math and other content areas.

ELL students are offered many intervention programs in our school after assessments are conducted in the different content areas.

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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8. Describe your targeted intervention programs for ELLs in ELA, math and other content areas.

ELL students are offered many intervention programs in our school after assessments are conducted in the different content areas. These assessments are done at beginning of the school year or when newcomers are registered for the first time in our school. The first intervention program that we offer is a small transitional bilingual class. We also offer differentiated instruction by level in both ESL, and mathematics. This year, 2011, we have implemented a program that the bilingual math teacher is assigned to work in small groups with bilingual and ESL students who, after assessment, were found to be deficient in basic math skills. The students are also exposed to the cultural aspects of the U.S. by learning the history of the United from the beginning. The students learn about the diversity of our country by participating in the Children's Aide Society's cultural and academic program. Some of our students are also learning how to cook dance, and arts & craft. The mathematics class is conducted in the students first language in the bilingual class. At the present time, we have approximately eighteen students from the Transitional Bilingual Education class participating in the Saturday Academy. This group is serviced in three small groups according to their levels in English and mathematics. They are targeted and receive intervention services from the bilingual pedagogues in the program. Mathematics is taught in their first language. All bilingual and ESL students also participate the the Saturday Achieve Academy as well as the tutoring program offered through the NCLB SES organizations. Champion tutoring conducts one-on-one tutoring in the student's home, and the Arts & Sports Foundation, and Academic Advantage offer students small group instruction in the afternoons. These tutoring sessions are held Tuesday through Thursdays from 3:10 p.m. to 5:10 p.m. All ELLs/Bilingual are also encouraged to participate in our violin, robotics, and dance classes offered during the Saturday Achieve Academy, and in all activities offered through the Children's Aid Society our community based organization which offers many activities and social programs such as counseling and emergency services for the whole family. Students that attend the Children's Aide Society are exposed to the use of basic interpersonal communication skills which they are forced to use and will enable them to become proficient in the listening and speaking part of the NYSESLAT.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

For those ELLs who reach proficiency levels on the NYSESLAT we continue to offer all the programs available in our school. They continue to receive small group instruction and are encouraged to participate in the after-school and Saturday Achieve Academy. Their parents are also notified of the students achieving proficiency and of the support that they will continue to receive. Former ELLs receive test accommodations for two years after they gain proficiency in the NYSESLAT. Therefore, they receive extended-time during exams, they are usually tested with other ELLs that have the same accommodations for two-years after reaching proficiency.

10. What new programs or improvements will be considered for the upcoming school year?

I. S. 98 will continue to offer the pull-out, push-in programs for ESL students during the regular school day. We will also continue to serve students in the after-school and Saturday Academy programs. We have added to the Saturday program a dance, violin and robotics class. The students will choose what workshop they want to attend and will participate in one of the newly offered workshops. We have expanded the Saturday hours from 8:00 a.m. to 1:p.m.

11. What programs/services will be discontinued and why?

No programs or services will be discontinued this year.

12.a.How are the ELLs afforded equal access to all school programs? Discuss after-school and supplemental services offered to ELLs in building.

The ELLs are programmed and are afforded equal access to library, art, technology, and gymnasium. They are programmed to receive instruction in those areas by the administration at the beginning of the school year. All the students in our school are afforded equal access to all school programs. ELLs are part of the student government and participate in all school-wide activities more than any other group in the school because of their excellent behavior and willingness to participate as a whole group in activities.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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- 12b. Funding for our after-school and Saturday academy is Title III and a special Department of Education grant. The goal and

## Courses Taught in Languages Other than English

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

Math:

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

#### D. Professional Development and Support for School Staff

1a. Pedagogues working currently with ELLs have been registered to attend and/or have attended the following workshops presented by RSE-TASC, Regional Special Education Technical Assistance Support Center, Ms. Alison Provencher a Bilingual Special Education Specialist, the Office English Language Learners and CFN 608:

- (1) Tuesday, November 15, 2011 - ELL/SWDs: Understanding Cultural, Linguistic, & Academic Difference  
Attended by Ms. Padilla and Ms. S. Rivera
- (2) Wednesday, November 30, 2011 - CFN 608 ELL Forum #1 - Professional Development for ESL & Bilingual Teachers  
Mr. Burgos, Ms. Padilla, Ms. Pickett will attend
- (3) Thursday, Dec. 8, 2011 - Language Allocation Policy - How to Create Academic Rigorous programs to meet the needs of ELLs  
Ms. Padilla
- (4) Tuesday, December 13, 2011 - ELL-SWDs: Strategies to Improve Instruction- Ms. S. Rivera/Ms. Padilla registered to attend

Pedagogues servicing our ELL population have participated and will continue to participate in workshops offered through the Leadership Learning Support Organization (LSO), The Office of English Language Learners and BETAC. To facilitate and implement appropriate instructional methodologies for the purpose of improving the outcomes of assessments in our ELL population, the pedagogues will also be asked to participate in group meetings, inter-visitations, and model lessons. In group meetings, they will discuss subjects dealing with differentiated instruction, the use of two languages in the bilingual classroom and the use of the balanced approach to literacy and other content areas. This school year, 2011/2012, the CFN 608 will be offering the workshops that will enhance the delivery of instruction for English Language Learners. Some of our pedagogues will continue to attend the workshops and will be able to share all instructional strategies and information with content area teachers that service ELLs.

2. The guidance counselor along with other support school personnel, prepare ELL students to transition from one school to another by having visitations to school that the students will transfer to after graduation. A group, headed by the guidance counselor, Ms. Hattar takes the students to local high school fairs. The students are able to speak to representatives of various schools and get an insight as to the programs offered in the high schools. Representatives from various high schools are also invited to our school to speak with the graduating class. Ms. Hattar, guidance counselor, Ms.D. Reyes, Parent Coordinator, speak Spanish and are able to help make the transition from one school level to another without to many problems.

3. A description of the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ESL or bilingual licenses as per Jose P.) and how records are maintained of the meeting the requirement. Ten of our pedagogues received the Jose P. training November 2010, lection day, at Brandeis High School in Manhattan. Ms. Cruz-Pickett, assistant principal, made all the arrangements for this workshop and has a record of all that attended the workshop. We also have a yearly attendance book that has recorded every individual that has gone to a workshop.

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The administration in our school encourages and supports all pedagogues that attend professional development workshops. Our professional development plan for the school year 2011/2012 was created to support the delivery of instruction through professional development services offered by (BETAC), Bilingual Education Technical Assistance Center at Fordham University, LSO, and the Office of English language Learners.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

### E. Parental Involvement

1a. Monthly workshops are held prior to the parent association meetings to accommodate parents of English Language Learners whose primary language is Spanish. These workshops are led by the parent coordinator and pedagogues who discuss and present different educational issues that can affect the learning process of their children. These workshops will also encourage and teach parents how to participate in the educational process of their children. According to research, parents English will improve in various practical domains, such as their abilities to help with homework, better communication within the family, and more involvement with the school. Some parent's of ELL students volunteer and help the parent coordinator in many capacities.

2. The Children's Aide Society, a community based organization provides workshops or services to ELL parents. Last year for example the Children's Aide Society helped some families find permanent housing. Some of these families were homeless. This agency has also given money for groceries and helped many families buy clothes and/or uniforms for their children. They also have a school based social worker that works with at risk ELLs.

3. We evaluate the needs of the parents through surveys that take place at the beginning of the school year when we have our first Parent Association meeting, which is heavily advertised and many parents attend. This survey ask parents what their needs are and how the school community and the community based organization can help them.

4. Translation services are offered to all parents whose first language is other than English. All the correspondence that is sent to the homes in both Spanish and English. The parents of Bengali and/or haitian/creole are translated whenever possible and/or telephone calls are made to inform them of the events taking place, specially, Open School Night.

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 37
75%	
50%	
25%	

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Describe your targeted intervention programs for ELLs in ELA, math and other content areas.

ELL students are offered many intervention programs in our school after assessments are conducted in the different content areas. These assessments are done at beginning of the school year or when newcomers are registered for the first time in our school. The first intervention program that we offer is a small transitional bilingual class. We also offer differentiated instruction by level in both ESL, and mathematics. This year, 2011, we have implemented a program that the bilingual math teacher is assigned to work in small groups with bilingual and ESL students who, after assessment, were found to be deficient in basic math skills. The students are also exposed to the cultural aspects of the U.S. by learning the history of the United from the beginning. The students learn about the diversity of our country by participating in the Children's Aide Society's cultural and academic program. Some of our students are also learning how to cook dance, and arts & craft. The mathematics class is conducted in the students first language in the bilingual class. At the present time, we have approximately eighteen students from the Transitional Bilingual Education class participating in the Saturday Academy. This group is serviced in three small groups according to their levels in English and mathematics. They are targeted and receive intervention services from the bilingual pedagogues in the program. Mathematics is taught in their first language. All bilingual and ESL students also participate the the Saturday Achieve Academy as well as the tutoring program offered through the NCLB SES organizations. Champion tutoring conducts ome-on-one tutoring in the student's home, and the Arts & Sports Foundation, and Academic Advantage offer students small group instruction in the afternoons. These tutoring sessions are held Tuesday through Thursdays from 3:10 p.m. to 5:10 p.m. All ELLs/Bilingual are also encouraged to participate in our violin, robotics, and dance classes offered during the Saturday Achieve Academy, and in all activities offered through the Children's Aid Society our community based organization which offers many activities and social programs such as counseling and emergency services for the whole family. Students that attend the Children's Aide Society are exposed to the use of basic interpersonal communication skills which they are forced to use and will enable them to become proficient in the listening and speaking part of the NYSESLAT.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

For those ELLs who reach proficiency levels on the NYSESLAT we continue to offer all the programs available in our school. They continue to receive small group instruction and are encouraged to participate in the after-school and Saturday Achieve Academy. Their parents are also notified of the students achieving proficiency and of the support that they will continue to receive. Former ELLs receive test accomodations for two years after they gain proficiency in the NYSESLAT. Therefore, they receive extended-time during exams, they are usually tested with other ELLs that have the same accomodations for two-years after reaching proficiency.

10. What new programs or improvements will be considered for the upcoming school year?

I. S. 98 will continue to offer the pull-out, push-in programs for ESL students during the regular school day. We will also continue to serve students in the after-school and Saturday Academy programs. We have added to the Saturday program a dance, violin and robotics class. The students will choose what workshop they want to attend and will participate in one of the newly offered workshops. We have expanded the Saturday hours from 8:00 a.m. to 1:p.m.

11. What programs/services will be discontinued and why?

No programs or services will be discontinued this year.

12.a.How are the ELLs afforded equal access to all school programs? Discuss after-school and supplemental services offered to ELLs in building.

The ELLs are programmed and are afforded equal access to library, art, technology, and gymnasium. They are programmed to receive instruction in those areas by the administration at the beginning of the school year. All the students in our school are afforded equal

## B. Programming and Scheduling Information--Continued

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## B. Programming and Scheduling Information--Continued

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- 12b. Funding for our after-school and Saturday academy is Title III and a special Department of Education grant. The goal and

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

#### D. Professional Development and Support for School Staff

1a. Pedagogues working currently with ELLs have been registered to attend and/or have attended the following workshops presented by RSE-TASC, Regional Special Education Technical Assistance Support Center, Ms. Alison Provencher a Bilingual Special Education Specialist, the Office English Language Learners and CFN 608:

- (1) Tuesday, November 15, 2011 - ELL/SWDs: Understanding Cultural, Linguistic, & Academic Difference  
Attended by Ms. Padilla and Ms. S. Rivera
- (2) Wednesday, November 30, 2011 - CFN 608 ELL Forum #1 - Professional Development for ESL & Bilingual Teachers  
Mr. Burgos, Ms. Padilla, Ms. Pickett will attend
- (3) Thursday, Dec. 8, 2011 - Language Allocation Policy - How to Create Academic Rigorous programs to meet the needs of ELLs  
Ms. Padilla
- (4) Tuesday, December 13, 2011 - ELL-SWDs: Strategies to Improve Instruction- Ms. S. Rivera/Ms. Padilla registered to attend

Pedagogues servicing our ELL population have participated and will continue to participate in workshops offered through the Leadership Learning Support Organization (LSO), The Office of English Language Learners and BETAC. To facilitate and implement appropriate instructional methodologies for the purpose of improving the outcomes of assessments in our ELL population, the pedagogues will also be asked to participate in group meetings, inter-visitations, and model lessons. In group meetings, they will discuss subjects dealing with differentiated instruction, the use of two languages in the bilingual classroom and the use of the balanced approach to literacy and other content areas. This school year, 2011/2012, the CFN 608 will be offering the workshops that will enhance the delivery of instruction for English Language Learners. Some of our pedagogues will continue to attend the workshops and will be able to share all instructional strategies and information with content area teachers that service ELLs.

2. The guidance counselor along with other support school personnel, prepare ELL students to transition from one school to another by having visitations to school that the students will transfer to after graduation. A group, headed by the guidance counselor, Ms. Hattar takes the students to local high school fairs. The students are able to speak to representatives of various schools and get an insight as to the programs offered in the high schools. Representatives from various high schools are also invited to our school to speak with the graduating class. Ms. Hattar, guidance counselor, Ms.D. Reyes, Parent Coordinator, speak Spanish and are able to help make the transition from one school level to another without to many problems.

3. A description of the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ESL or bilingual licenses as per Jose P.) and how records are maintained of the meeting the requirement. Ten of our pedagogues received the Jose P. training November 2010, lection day, at Brandeis High School in Manhattan. Ms. Cruz-Pickett, assistant principal, made all the arrangements for this workshop and has a record of all that attended the workshop. We also have a yearly attendance book that has recorded every individual that has gone to a workshop.

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The administration in our school encourages and supports all pedagogues that attend professional development workshops. Our professional development plan for the school year 2011/2012 was created to support the delivery of instruction through professional development services offered by (BETAC), Bilingual Education Technical Assistance Center at Fordham University, LSO, and the Office of English language Learners.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

### E. Parental Involvement

1a. Monthly workshops are held prior to the parent association meetings to accommodate parents of English Language Learners whose primary language is Spanish. These workshops are led by the parent coordinator and pedagogues who discuss and present different educational issues that can affect the learning process of their children. These workshops will also encourage and teach parents how to participate in the educational process of their children. According to research, parents English will improve in various practical domains, such as their abilities to help with homework, better communication within the family, and more involvement with the school. Some parent's of ELL students volunteer and help the parent coordinator in many capacities.

2. The Children's Aide Society, a community based organization provides workshops or services to ELL parents. Last year for example the Children's Aide Society helped some families find permanent housing. Some of these families were homeless. This agency has also given money for groceries and helped many families buy clothes and/or uniforms for their children. They also have a school based social worker that works with at risk ELLs.

3. We evaluate the needs of the parents through surveys that take place at the beginning of the school year when we have our first Parent Association meeting, which is heavily advertised and many parents attend. This survey ask parents what their needs are and how the school community and the community based organization can help them. 4.

Translation services are offered to all parents whose first language is other than English. All the correspondence that is sent to the homes in both Spanish and English. The parents of Bengali and/or haitian/creole are translated whenever possible and/or telephone calls are made to inform them of the events taking place, specially, Open School Night.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							8	12	9					29
Intermediate(I)							5	10	7					22
Advanced (A)							6	10	10					26
Total	0	0	0	0	0	0	19	32	26	0	0	0	0	77

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>							2	4	3				
	<b>I</b>							3	4	4				
	<b>A</b>							9	16	10				
	<b>P</b>							4	3	4				
READING/ WRITING	<b>B</b>							6	8	5				
	<b>I</b>							6	10	5				
	<b>A</b>							6	10	11				
	<b>P</b>													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	3			5
7	7	4			11
8	6	8			14
NYSAA Bilingual Spe Ed	20	5			25

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		6		2				8
7	4		6		2				12
8	1		9		3				13
NYSAA Bilingual Spe Ed	10	5	6	7	1	1	0	1	31

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2	7	12	3	3				27
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	8	7	5				
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

B. Data and Assessment Analysis

## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

At the present time, we are actively recruiting for an ESL instructor. Last year, we had an ESL teacher, but she transferred to another school and we were unable to recruit one before school began.

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **12x098** School Name: **Hermann Ridder**

Cluster: **2** Network: **608**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

An assesment of translation and oral interpretation service was conducted by members of the Language Allocation Policy committee. This assessment was conducted for the purpose of identifying the accessibility of translation and oral interpretation services available in our school when communicating with families of students whose first language is other than English. We reviewed the list of ELLs to find out what language was spoken at home. We also perused through the home language services and spoke to the ELLs that receive ESL services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The assessment found that the majority of translation and oral interpretation services was entrusted upon the parent coordinator, and bilingual personnel. Therefore, identification of a designated person or persons responsible for translation and oral interpretations was not available for the school community! Translators and oral interpreters were used as available. The school community bacame aware of the problem during the monthly staff meeting. The community agreed that we should have identifiable staff members that will help pedagogues when they communicate with families of students whose first language is other than English. A list of interpreters and translators was distributed to the school community.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services will be done by a committee, which will include the parent coordinator, a Spanish bilingual pedagogue, a Haitian-Creole pedagogue and a Bengali paraprofessional. All written communication will be done in two languages; Spanish and English. This written communication will include, monthly calendars, newsletters with information concerning academic programs and after school activities. We will further translate NCLB mandated information when not available from OEEL, DOE. We will reach out to the OEEL, in translating communication to be sent to Haitian-Creole and Bengali families.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided to Spanish, Haitian-Creole and Bengali families when they attend meetings and activities in the school. These interpreters will also be used to call the homes of families whose language is other than English. The interpreters will further be used during monthly award ceremonies, open school night, regional meetings, and to inform parents about NCLB choice and supplementary educational services and other DOE programs.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by: (1) The translation and interpretation committee will maintain records of all language access services it provides, documents it translates, the number of meetings at which it provides interpretation services and languages used. (2) A list of employees that provides services as well as the number of times interpretation services are provided by telephone, the language used and the interpreters' name. (3) We will post a sign in each language indicating availability of interpretation services in the school. This sign will be posted by the main entrance of the school. (4) We will also be contacting the Translation and Interpretation Unit and schedule our Parent Coordinator as well as a pedagogue to receive training on language access requirements.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Herman Ridder I.S.	DBN: 12X098
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 25 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The administration of I.S. 98 is proposing to utilize Title III funds by providing an intensive small group instructional program in literacy (English/Spanish), math after-school and Saturdays for all ELLs. Through this Title III intervention program we will be targeting newcomers, second year and long-term ELLs. Parents will be encouraged to register their children in the after-school and Saturday Academy Title III program. The Saturday Title III program began November 5, 2011 and will end on May 26, 2012. The after-school title three program began on January 24<sup>th</sup> and will end May 24<sup>th</sup>. We had a very successful year with many students who attended both programs in 2010/2011. The After-school program provides instruction Tuesdays and Thursdays from 3:30 to 5:30 p.m. The after-school program began January 24, 2012 and will end on May 17, 2012. Students receive one hour of instruction in ESL and one hour of instruction in mathematics. The Saturday ELL Academy is scheduled Saturdays from 8:00 a.m. to 1:00 p.m. The students eat breakfast from 8:00 to 8:30 am Saturdays is broken-up into 3 periods. The students receive 1:30 hours each of instruction in ESL and mathematics. The third period, the student had to select either receiving instruction in violin, robotics or dance. All of the ELLs are receiving violin instruction. The Saturday Title III program began November 5, 2011 will end on May 19, 2012. The students receive mathematics instruction in Spanish because at this time, we have approximately 26 ELLs that are not proficient in English and will take the state mathematics assessment in Spanish. Therefore, the language of instruction in the tutoring program is English/Spanish. According to research, students need to become proficient in their native language before they can transfer those skills into English. In the Spring, students are encouraged to participate in the gardening program which hones their math skills, promotes inquiry, social skills, and the values of creating a sustainable school garden which allows for hands-on activities.

The bilingual and math content area pedagogues work in a team teaching environment. They are assigned to the ELL students attending the Title III programs and deliver instruction in the same classroom. They meet and plan on a weekly basis to plan instruction. They further track student progress and are in constant communication with parents. All ELL students are encouraged to attend the program, specially the students in the bilingual class.

We have implemented the Steck-Vaughn, Power-Up! program which is a comprehensive, leveled reading program designed to reach middle-school students who have yet to master the reading strategies and skills in reading and writing as those identified in the Standards for the English Language Arts compiled by the International Reading Association and the National Council of Teachers of English (NCTE). The program controls vocabulary and attention to idiomatic language which will help make comprehension more accessible to ELLs. The program aligns with state and city, reading language

### Part B: Direct Instruction Supplemental Program Information

arts curriculum standards. This close alignment with standards, curricula, and assessments will ensure that students receive instruction in the strategies and skills that they need most to become proficient in English. To prepare the students for the NYSESLAT, the school purchased at no cost to the program, Empire NYSESLAT ESL/ELL workbooks for each ELL by grade from Continental Press.

Macmillan/McGraw-Hill, Building Math Skills After School Program will be integrated in the Tiert III program. The strategies and techniques in this program simplify and supplement the core mathematics textbook in order to make learning more comprehensive and meaningful to ELL students. The ESL activities in this program use grade-level mathematics content as the vehicle for language development.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Pedagogues working in the Title III program will and have participated in workshops geared towards the ELL population in school and those offered outside of school by the Office of English Language Learners, DOE, the Network and local colleges. Ms. Padilla has participated in the following ELL workshops: November 1, 2011, Professional Learning Workshop, presented by Ann Shannon. On November 15<sup>th</sup> she participated, along with Ms. S. Rivera, IEP specialist, in the ELL Part #1, and on November 30<sup>th</sup>, ELL Forum #1 at Entrada Academy. Ms. Tong, the ESL pedagogue, attended the ELL Forum #2 presented by Paula Waldron, Director of Curriculum Development for ELLs, ELA and Literacy. Our pedagogues will continue attending workshops offered through CFN 608 or the OELL and return to school to turn-key and share all instructional strategies and information with content area teachers that service ELLs. The administration in our school encourages and supports all pedagogues to attend professional workshops that will be beneficial and increase and develop academic English of all at risk ELL students. To facilitate and implement appropriate instructional methodologies for the purpose of improving the outcomes of assessments in our ELL population, the pedagogues will also be encouraged to participate in weekly group meetings, inter-visitations and model lessons. In group meetings they will discuss subjects dealing with differentiated instruction, assessments, and progress/needs of students who are at risk.

### Part D: Parental Engagement Activities

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent Involvement

Monthly workshops will be held to accommodate parents of ELLs whose primary language is Spanish. These workshops are held monthly prior to the scheduled parent’s association meeting and are led by a pedagogue who will discuss and present different educational issues and topics that can affect the learning process of their children. At the October 19, 2011, workshop, the two types of programs offered in our school became the focal point of the discussion. The programs were discussed in details and the parents participated and gave their views on the topic. These workshops will encourage and teach parents how to participate in the educational process of their children. According to research, parents English will improve in various practical domains, such as their abilities to help with homework, better communication within the family, and more involvement with the school. Therefore, the goal of these workshops is to show parents how their involvement in the school community has a correlation with student achievement. The following are workshop dates and topics that have been presented to the parents of ELLs for the past six months: November 16, 2011, What assessments are given to ELLs? The parents learned of the ELL Periodic Assessments administered to students throughout the school year. They further learned that after one-year in the NYC school system the students had to be administered the NYS ELA and that the math assessment was done in Spanish or any other language that that was available. They were given an overview of the Acuity and Rally assessment given to ELLs and how these assessment tools measured a students achievement as well as help the teacher plan instruction. During the December 14<sup>th</sup> workshop, the parent's learned of all the programs available to students in the NYC public schools.. SES providers were invited to make presentations of their services. They were able to ask questions to SES providers about the services available and the duration of such services. On January 18<sup>th</sup>, student attendance and behavior was discussed and how it effects student achievement. On Tuesday, February 15<sup>th</sup>, the workshop learned bout the use of technology in the classroom and how it has increased student achievement in all subject areas. The parents were introduced to Brainpop, Rally Education, Kahn Academy and how these websites, are helping our students receive free tutoring and immediate feedback in areas that they are having difficulty achieving mastery specially in mathematics.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11,548

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	<u>\$9,949.26</u>	<u>2</u> pedagogues working a total of 237 hours.@ \$41.98= \$9,949.26

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,548

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	0	At no cost to Title III program
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$1,598.74	Steck-Vaughn, Power Up! readers and workbooks
Educational Software (Object Code 199)	0	At no cost to Title III program
Travel	<u>0</u>	<u>At no cost to program</u>
Other		<u>At no cost to program</u>
<b>TOTAL</b>	<b>\$11,548.00</b>	